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Classroom Management Strategies and Work Engagement Among Public School Teachers: The Mediating Role of Organizational Leadership

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ABSTRACT

The purpose of this study was to determine the classroom management strategies as predictor of work engagement among public school teachers: the mediating role of organizational leadership. Utilizing quantitative, non-experimental design via correlational technique, data were obtained from 315 respondents of the study who are teachers among public elementary schools in Mati City. The researcher utilized total population sampling technique and a face-to-face survey mode of data collection. The researcher also utilized the statistical tools mean, Pearson r, and Medgraph using Sobel z-text. From the results of the study, it was found that there is a high level of classroom management strategies and very high work engagement. Moreover, there is a high level of organizational leadership.. Also, results revealed that there is a significant relationship between classroom management strategies and work engagement of teachers and; Organizational leadership does not significantly mediate on the relationship between classroom management strategies and work engagement of teachers. Further, organizational leadership has a partial mediating effect on the relationship between classroom management strategies as predictor of work engagement.

Keywords: *education, organizational leadership, classroom management strategies work engagement, teachers, mediation, Philippines*

INTRODUCTION

If teachers are lack of resources, it makes it difficult for them to perform their jobs which lead to low level performance of students. As matter of fact most school heads experienced disengagements of teachers resulting to the feeling of insecurity and refusal to work with (Monje-Amor, Vázquez, & Faíña,2020). Lack of social approach of school heads may lead to increase of displaying engagement of their work (Liu, Chen, & Li, 2021). According to Monje-Amor, Xanthopoulou, Calvo, and Vázquez, (2021) globally, only 15% of workers can be described as fully engaged in their work while 85% are not engaged. Teachers who are the most disengaged expect the highest level of engagement out of their disengaged students, even though they don't feel that connection themselves. Compared to that data 3 years ago, what could be status as of today with the mere fact that Philippines is currently experiencing pandemic which gave fatalities and educational setbacks.

The importance of teacher's engagement cannot be overstated teacher's engagement strategies that have been proven to reduce staff turnover, improve productivity and efficiency, retain customers at a higher rate, and make more profits. Most importantly, engaged employees are happier, both at work and in their lives. When you're engaged, it infuses everything you do with purpose, energy, and enthusiasm (Rabiul, Promsivapallop, Al Karim, Islam, & Patwary, 2022). Engagement at work is important and advantageous for both workers and companies. Finally, highly engaged employees are more likely to put up extra effort and are also shown to be more innovative and productive (Basañes & Dagol, 2021; Landqvist & Schad, 2021).

It was mentioned by several authors (Benzizoune, 2024; Luo, Chen, Yu, & Zhang, 2023). This study explores the effects of integrating ClassDojo, an AI-enhanced gamification platform, on classroom management and student engagement in a 6th-grade classroom. Additionally, research by Taffe (2023) utilized autoethnography to explore effective classroom management strategies within physical education settings. This study provided insights into personal experiences with implementing various strategies to improve classroom behavior and engagement.

Another study conducted by Leonardo (2023) Titled "Leadership Support for Teachers' Classroom Management and Student Behavior Professional Learning," this study investigates how teachers perceive deficits in their classroom management knowledge and the role of school leaders in providing effective professional learning opportunities.

Added by Azmy, Pertiwi, and Agusta (2023) in their study "The Effect of Organizational Leadership, Employee Development, and Performance Management on Employee Engagement" This research investigates how organizational leadership and performance management practices impact employee engagement in the manufacturing sector, highlighting the significance of leadership in fostering engagement.

The interplay between classroom management strategies, work engagement among public school teachers, and the mediating role of organizational leadership is a multifaceted area of study. Effective classroom management is crucial for fostering a productive learning environment, which in turn can enhance teachers' work engagement. Organizational leadership plays a pivotal role in shaping both classroom management practices and teachers' engagement levels.

The researcher combed through a lot of material to see if any elements could be linked to work engagement because she understood the significance of studies on the topic. The school principal's genuine leadership was regarded to be the first crucial factor. Recent research has shown that organizational leadership increases teacher work engagement. On the other hand, the researcher is interested in learning how classroom management influences how engaging organizational leadership is in the workplace. There is literature on the relationship between job engagement and genuine leadership. The majority of the study was conducted outside of academia, in a separate sector of the economy. Consequently, this study will help to provide new knowledge in the field of education

The purpose of this study was to determine the mediating effect of organizational leadership on the relationship between classroom management strategies and work engagement of teacher. Specifically, the study sought to attain the following objectives, to assess the level of classroom management strategies in terms of, managing classroom behavior, specific teaching techniques, working with parents; and planning and support. To describe the extent of organizational leadership in terms ofnpractices for organizational learning, wellness planning; workplace Milieu; and organizational member development and to determine level of work engagement of teachers in Mati North District in terms of vigor dedication and absorption.

To determine the significant relationship between classroom management strategies and work engagement of teachers organizational leadership and classroom management strategies organizational leadership and work engagement of teachers.To find out the mediating effect of organizational leadership on the relationship between classroom management strategies and work engagement of teachers.

The following null hypotheses were treated at 0.05 level of significance. There is no significant relationship between classroom management strategies and work engagement of teachers and; Organizational leadership does not significantly mediate on the relationship between classroom management strategies and work engagement of teachers.

Schaufeli and Bakker (2004) Job Demands-Resources (JD-R) Model. This model suggests that work engagement is influenced by the balance between job demands (workload, time pressure) and job resources (autonomy, support, opportunities for growth). theory underscores the importance of fostering a work environment where employees feel energized, valued, and connected to their tasks. It shows that engaged employees are more likely to be high performers, which benefits the individual, the team, and the overall organization. By understanding and applying theories of work engagement, companies can create strategies that promote motivation, reduce turnover, and drive success.

Transformational Leadership Theory, as proposed by Bass (1985), suggests that transformational leaders are able to inspire employees to transcend their own self-interest, creating an environment where employees feel emotionally invested, valued, and engaged in their work. When employees experience flow, they are highly engaged in their work. This happens when they find their tasks both challenging and within their capability, leading to deep immersion, enjoyment, and productive engagement.

Theory by Bernard Bass (1985). Transformational leaders inspire and motivate their followers by creating a compelling vision, offering individualized support, and encouraging innovation and personal development. This style of leadership fosters an environment where employees feel emotionally connected to their work, leading to higher levels of engagement, as they go beyond personal self-interest to pursue the organization's goals.

Lastly, Authentic Leadership Theory (Avolio & Gardner, 2005) emphasizes the importance of leaders being genuine, transparent, and true to their values. Authentic leaders create a work environment where employees can be their true selves, leading to stronger organizational commitment and work engagement as employees feel they can contribute meaningfully and with integrity.

The model presented in Figure 1 shows the presumed relationships of the independent variable classroom management strategies on the dependent variable work engagement. It also shows the mediating effect of organizational leadership on these variables. The dependent variable classroom management strategies which focuses on *managing classroom behavior, specific teaching techniques, and working with parents, and planning and support* (Reinke, Stormont, Webster-Stratton, Newcomer, & Herman, 2012). The work engagement which focuses on *vigor, dedication and absorption (*Fong, & Ng, 2012). Finally, for the mediating variable which is the *organizational leadership* was emphasized in the study of Stomberg, Schuchard, & Stomberg (2019).

Moreover, a variable may work as a full mediator when it meets the accompanying conditions: variations in the levels of independent variable significantly account for the variations in the presumed mediator; variations in the mediator significantly account for the variations of dependent variable; when both independent variable and mediating variable appear in the model; and a previously significant relationship between the independent and dependent variables is no longer significant and when the direct path is zero (Baron & Kenny, 1986).

The global importance and social relevance of work engagement and the associated leadership theories have become increasingly evident in today's rapidly evolving workplace. As organizations around the world face the challenges of globalization, technological advancements, and shifting employee expectations, the need for a motivated, productive, and satisfied workforce is paramount. Work engagement has been linked to higher levels of job satisfaction, increased productivity, and overall better performance in organizations, making it a critical factor in both individual and organizational success across the globe.

The study of work engagement helps organizations understand how to maximize employee productivity, commitment, and performance. By identifying leadership practices that foster engagement, businesses can implement strategies that lead to better results in terms of output, quality, and innovation. Engaged employees tend to be more proactive, focused, and willing to contribute extra effort, which directly boosts organizational performance.

The study of work engagement and leadership in the context of education offers direct benefits to teachers, school heads, and future researchers. Teachers benefit from increased job satisfaction, reduced burnout, and enhanced professional growth. School heads gain valuable insights into how to foster a positive school climate and improve teacher retention and performance. Future researchers can use these findings to guide their studies and contribute to the development of effective leadership strategies in education. Ultimately, the entire educational system stands to gain from fostering work engagement, leading to better outcomes for both educators and students.

METHOD

Research Respondents

There was a total of 434 public school teachers in the public elementary schools in Mati City. With a desire to give everyone a chance to be included in the study, a total population sampling was used. Total population sampling is a design   where you choose to examine the entire population that has a particular set of characteristics such as specific experience, knowledge, skills, and exposure to an event (Hiett, 2017). Out of the total population, 315 respondents were utilized as the sample size of the study. St. Olaf College, (2024) indicates that for population under 1,000, a minimum ratio of 30 percent or 315 individuals is advisable to ensure representativeness of the sample. In particular, the respondents are public elementary school teachers under the Mati North District which included those who are presently handling or teaching and who are currently employed for the School Year 2020-2021 as they are the ones who were in the position to provide useful information to test the hypothesis of the study.

Those teachers who are not full time teacher were excluded as respondents and those under the elementary and secondary public schools in areas outside of Mati City were excluded in the study, for they were in different work environment and supervision. Also, teachers who are working in the private schools whether in the same identified areas including those teachers who hold managerial or supervisory positions were excluded in the study.

Materials/ Instruments

This study utilized three instruments. The first measure the level of the questionnaire deals with the independent variable which is classroom management strategies of teachers is as follows: *managing classroom behavior; specific teaching techniques; working with parents; and planning and support* (Reinke et al., 2012). To measure the level of organizational leadership with the indicators *such practices for organizational learning, wellness planning, workplace Milieu; and organizational member development (Stomberg, 2009).).* The second part of the instrument deals with work engagement of teachers adapted from Schaufeli and Bakker (2003). Shortened version (Utrecht Work Engagement Scale–9 [UWES) which gave emphasis on the following indicators: *vigor, dedication and absorption.*

 Further, it was already tested and proven by the authors per se. The questionnaire was designed in a very comprehensive form with the help of the expert validators to provide the respondents with ease and comfort in answering each question and in understanding the objective of the study. Upon validation, the questionnaire got an overall mean score of 4.28 equivalent to a very good descriptive rating given by the expert validators.

This instrument should be presented to the panel of examiners then to the group of experts for validation of the items. The comments of experts should be properly taken and incorporated in the finalization of the said instrument , these are the following range of means with its descriptions 4.20 – 5.00 or Very High which means measures are always manifested; 3.40 – 4.19 or High which means measures are often manifested; 2.60 – 3.39 or Moderate which means measures are sometimes manifested; 1.80 – 2.59 or Low which means measures are seldom manifested; and 1.00 – 1.79 or Very Low which means measures are not manifested at all.

Design and Procedures

This study utilized quantitative non-experimental design of research using correlational technique. This kind of design according to De Vaus (2001) provides summary data specifically measures of central tendency including the mean, standard deviation and correlation between variables or employing methods of analyzing correlations multiple variables by using tests such as Pearson r and Mediation analysis. Generally, correlational studies use independent and dependent variables, but the effect of the independent variable is observed on the dependent variable without manipulating the independent variable (Patidar, 2013). This technique was appropriate since the study aims to determine the classroom management strategies as predictor of work engagement among public school teachers: the mediating role of organizational leadership (Creswell, 2014).

The first draft of the research instrument was submitted to the research adviser for comments, suggestions and recommendations to improve its presentation and the corrections are included and integrated. The final copies were submitted to panel of experts for refinement. The final revision was made by incorporating the corrections, comments and suggestions given by the expert validators before the gathering of data.

Further, before the administration of the research instrument, a pilot testing was done to selected teachers who were not the respondents of the study. The survey questionnaire for the pilot test was subjected to the reliability testing to establish using Internal Consistency Method. This was the most appropriate method to use since the test contains dichotomously scored items which the examinee either passes or fails in an item. The computed

reliability of the instrument reveals: 0.880 for organizational leadership, 0.960 for classroom management strategies and 0.855 for work engagement . The study covered the period May 2022- March 2021.

RESULTS AND DISCUSSION

Presented in this chapter are the results, interpretation, and analysis of

findings. Results are presented in the following order: level of classroom management strategies, level of work engagement, level of organizational leadership, the significant relationship of classroom management strategies and work engagement, the significant relationship of classroom management strategies and organizational leadership, the significant relationship of organizational leadership and work engagement, and the significance of the mediation of organizational leadership on the relationship between classroom management strategies, and work engagement.

Classroom Management Strategies

The level of classroom management strategies is presented hereunder and items of the indicators of this variable is analyzed and interpreted shown in the appendices. Shown in Table 1 are the mean scores for the indicators of classroom management strategies; with a standard deviation of 0.33 and with an overall mean of 4.04 described as very high The very high level result indicated that classroom management strategies is always manifested. The cited overall mean score was the result gathered from the computed mean scores of its indicators. It could be gleaned from the data that the indicator with highest mean rating of 4.27 or very high is – working with Parents. In contrast, indicator with the lowest mean rating of 3.82 or high is managing classroom behavior.

The result is related to the viewpoint of Peters (2021; White et al., 2021; Peters. 2020; Emmer & Stough, 2019) which stated that teachers, community leaders, and even parents view schools and student learning as a shared responsibility. While educators take their professional responsibilities

Table 1

Level of Classroom Management Strategies

Items	SD	Mean	Descriptive Level
Managing Classroom Behavior	0.74	3.82	High
Specific Teaching Techniques	0.42	3.91	High
Working with Parents	0.30	4.27	Very High
Planning and Support	0.33	4.16	High
Overall	**0.33**	**4.04**	**High**

seriously, they also recognize that they cannot do it alone. They need and depend on the support from parents and community members.

Work Engagement

Data on level of work engagement of teachers is reflected in Table 2 which was measured through a survey questionnaire with the following indicators: vigor, dedication and absorption. It can be seen in the table that the overall with a standard deviation of 0.39 and mean score was 4.49 or very high. The overall mean score was described to be a high level of work engagement which means that respondents are oftentimes attracted to participate in public service, employees are engaged they are more involved and work harder. They encourage other employees around them to do their best, leading to higher employee engagement amongst the entire team. It could be gleaned from the data that the item with the highest mean rating of 4.50 or very high is for vigor. In contrast with the lowest item dedication with a mean rating of 4.48 still high.

Data shows that a high level of work engagement was always evident, described as an important general aspect of a leader being manifested all the time, which means that the respondents are willing to put effort into work and are even persistent in facing the problems. This result conforms to the idea of Cohen et al. (2020) and Kimand Park (2020) highlighted many advantages to employee engagement. Engaged employees exhibit high energy and strong mental resilience, and they tend to voluntarily invest considerable effort in their assigned tasks. Moreover, highly engaged employees tend to have a sense of their work's significance and challenges, and they express enthusiasm and pride in their work, thus enhancing their performance is evident.

Table 2

Level of Work Engagement

Items	SD	Mean	Descriptive Level
Vigor	0.44	4.50	Very High

Dedication	0.42	4.48	Very High
Absorption	0.54	4.49	Very High
Overall	**0.39**	**4.49**	**Very High**

Organizational Leadership

There is high level of organizational leadership since the teacher portrayed a high rating on organizational leadership in terms ofnpractices for organizational learning, wellness planning; workplace Milieu; and organizational member development. The respondents gave the transformational leadership of school heads a high rating on the items about organizational leadership. Data showed that teachers can effectively convey their thoughts and visions for professional activities.

This corroborated Prestiadi et al. (2019)'s assertion that effective leaders set ambitious goals and aid followers in understanding them so they are inspired to join. Principals in schools are visionary leaders who successfully guide their institutions. Also, the data showed that school administrators delegate tasks by letting teachers and students work individually and collaboratively to accomplish their academic goals. They also do ongoing observation, coaching, and feedback to guarantee that both teachers and students perform effectively in the classroom. Additionally, this supported the

Table 3

Level of Organizational Leadership

Items	SD	Mean	Descriptive Level
Having mutual adjustments between departments.	0.64	4.11	High
Engageing in interorganizational learning.	0.67	4.00	High
Rewaring people for a variety of innovative and broad activities	0.80	4.15	High
Opening information systems.	0.70	3.98	High
Participating policy making.	0.67	3.94	High
Having learning culture and climate	0.70	3.97	High
Getting timely information about issues, activities, and processes that affect how we do our work	0.84	4.17	High
Having vision is continually updated based on changes in the environment.	0.86	4.22	Very High
Having policies, programs, and budgets reflect the values and principles of the wellness model	0.73	4.05	High
Having well-understood expectations and strategies for how we communicate internally and externally	0.71	3.91	High
Devoting adequate time to long-range planning	0.82	3.72	High
Examining the potential effect of programs and policies on different population groups	0.82	3.77	High
Fulfilling professional obligations.	0.72	3.96	High
Caring about one another.	0.70	3.97	High
Having honesty and trustworthiness characterize our relationships.	0.79	4.02	High

Encouraging to critically reflect on our work	0.87	3.77	High
Having professional development policies.	0.79	3.86	High
Having professional development efforts sufficient to meet our needs.	0.98	3.92	High
Provideding for individuals to develop personally and professional	0.78	3.88	High
Overall	**0.49**	**3.96**	**High**

findings of Botelho (2021), which stressed the value of leadership coaching and mentoring. To enable everyone in the organization to realize their full potential, they create difficult situations

Correlation between Classroom Management Strategies and Work Engagement

Presented in Table 4.1 is the correlation between measures of classroom management strategies and work engagement. It can be seen from the table that the correlation gained an overall r-value of 0.677 with p-value of 0.001 which is lower than the 0.05 level of significance. This indicates that there is significant relationship between classroom management strategies and work engagement. Therefore, the null hypothesis of no significant relationship between classroom management strategies and work engagement is rejected. It can also be seen from the table that classroom management strategies is significantly correlated to and work engagement, since the p-value is 0.001 and the overall r-value of *managing classroom behavior* is 0.403*, Specific Teaching Techniques* is 0.543*, c Working with Parents* is 0.466*, and Planning and Support* is 0.688. Moreover, data revealed that classroom management strategies is positively correlated with work engagement. Thus, the two variables are significantly associated.

This claim is in line with various authors (Abbasova, 2021; Sukawati et al., 2019) which mentioned that when it comes to the factors that affect the learning of students while at school, leadership is only second to teaching. Furthermore, the school heads strongly determine the learning conditions in the school that may either promote or hinder the learning process. Good leadership

Table 4.1

Significance on the Relationship between Classroom Management Strategies and Work Engagement

Classroom Management Strategies	Work Engagement			
	Vigor	Dedication	Absorption	Overall Work Engagement
Managing Classroom Behavior	0.252*	0.141	0.561*	0.403*
	(0.002)	(0.080)	(0.000)	(0.000)
Specific Teaching Techniques	0.412*	0.349*	0.573*	0.543*
	(0.000)	(0.000)	(0.000)	(0.000)
Working with Parents	0.382*	0.250*	0.508*	0.466*
	(0.000)	(0.002)	(0.000)	(0.000)
Planning and Support	0.599*	0.383*	0.708*	0.688*
	(0.000)	(0.000)	(0.000)	(0.000)
Overall	0.538*	0.368*	0.746*	0.677*
	(0.000)	(0.000)	(0.000)	(0.000)

can promote the learning process by motivating the students and improving the participation and coordination among the teachers.

Significance on the Relationship between Classroom Management Strategies and Organizational Leadership

Presented in Table 4.2 is the correlation between measures of classroom management strategies and organizational leadership. It can be gleaned from the table that when classroom management strategies is correlated with the measures of and organizational leadership the overall r-value results to 0.560 with a p-value of 0.001 which is less than the 0.05 level of significance. This signifies that classroom management strategies has a significant relation with organizational leadership.

Table 4.2

Significance on the Relationship between Classroom Management Strategies and Organizational Leadership

Classroom Management Strategies	Organizational Leadership Overall
Managing Classroom Behavior	-.112*
	(0.026)
Specific Teaching Techniques	-.628*
	(0.000)
Working with Parents	-.142*
	(0.004)
Planning and Support	-.111*
	(0.026)
Overall	-.560*
	(0.000)

Moreover, data revealed that classroom management strategies is positively correlated with organizational leadership as the indicators revealed the following r-values: *managing classroom behavior is 0.112, Specific Teaching Techniques is 0.628, Working with Parents is 0.142, and Planning and Support is 0111.*; and the p-value is 0.001. Thus, the two variables are significantly associated. The correlation between measures revealed that there is a significant relationship classroom management strategies and organizational leadership. This implies classroom management strategies is positively correlated with organizational leadership.

The findings of this study is in line with the studies of various authors (Ningsih, & Gunawan 2020; Prado, 2022) who stated that teachers should establish clear expectations and consequences, establish clear learning goals, exhibit assertive behavior, provide flexible learning goals, take a personal interest in students, use equitable and positive classroom behaviors, be aware of high-needs students, and intentionally foster teacher-student relationships. Other features of effective classroom management include maximizing structure in the classroom, teaching and reinforcing expectations, keeping students actively engaged in classroom activities and lessons, and using a range of strategies to respond to both appropriate and inappropriate behaviors (Grasley-Boy et al., 2019; MacSuga & Simonsen, 2011; Simonsen et al., 2019).

Correlation between Organizational Leadership and Work Engagement

Table 4.3 reveals the results on the correlation between the measures organizational leadership and work engagement. Results revealed that the overall r-value of 0.574 has a p-value of 0.001 which is lower than the 0.05 level of significance. This means that organizational leadership has a significant relationship with work engagement.

Additionally, data revealed that organizational leadership is positively correlated with work engagement. as the indicators revealed the following r-values: *vigor* with 0.199, *dedication* with 0.241, and *absorption* with 0.617; and the p-value is 0.001. Thus, the two variables are significantly associated.

The correlation between the measures of organizational leadership and work engagement. revealed a significant relationship. This implies that organizational leadership is positively associated with work engagement. The result of the study confirms with various authors (Ch & Rashid, 2021; Darling-Hammond & DePaoli, 2020) who mentioned that positive leadership have been related to various indicators of employee well-beingsuch as employee work engagement, which can be defined as a "persistent and pervasive affective-cognitive state that is not focused on any particular object, event, individual, or behavior. Specific leader behaviors aimed at improving the relationship quality with employees through communication are probably shared across all leaders who score high on one or the other leadership style

Table 4.3

Significance on the Relationship between Organizational Leadership and Work Engagement

Organizational Leadership	Work Engagement			
	Vigor	Dedication	Absorption	Overall
Overall	.199*	.241*	.617*	.574*
	(0.000)	(0.000)	(0.000)	(0.000)

Mediation Analysis of the Variables

Data was analyzed with linear regression method as input to the medgraph. Mediation analysis developed by Baron and Kenny (1986) is the mediating effect of a third variable in the relationship between two variables. There are three steps to be met for a third variable to be acting as a mediator. In Table 5, these are categorized as Steps 1 to 3. In step 1, classroom management strategies as the independent variable (iv) significantly predicts work engagement, which is the dependent variable (dv) of the study. in step 2, teacher's personality significantly predicts organizational leadership, the mediator (M). In step 3, organizational leadership significantly predicts work engagement.

Table 5

Mediating Effect : Path Analysis

PATH	ESTIMATES Unstandardized	Standardized	SE	C.R.	P
CMS → WE	-.115	-.161	.041	-2.822	.005
CMS → OL	.415	.599	.033	12.684	***
OL → WE	.056	.114	.023	2.415	.016

Furthermore, because the three steps (paths a, b and c) are significant, further mediation analysis through medgraph is necessary, including the Sobel z test to assess the significance of mediation effect. If the effect of the independent variable on the dependent variable becomes non-significant at the final step of the analysis, full mediation will be achieved. It means all the effects are mediated by the mediator variable. In addition, if the regression coefficient is substantially reduced at the final step but remains significant, only partial mediation is obtained, which implies that part of the independent variable (classroom management strategies) is mediated by the mediator (organizational leadership) but other parts are either direct or mediated by other variables that are not included in the model. In this case, as gleaned in step 3 (denoted as c), the effect of classroom management strategies on work enagement was found to have been increased after mediated by organizational leadership). With this, partial mediation took place since the effect was found to be significant at 0.001 level.

Furthermore, Figure 2 reveals the result of the computation of mediating effects. The Sobel test resulted to a z-value of 4.98 with a *p*-value of 0.001, which is significant at 0.05 level. This implies that there is a partial mediating effect, as it is likely that the original direct effect of classroom management strategies on work engagement has been reduced upon the addition of organizational leadership. The Sobel z-value indicates that the addition of organizational leadership reduces the effect of of classroom management strategies on work engagement.

Since the study resulted in a partial mediation, this implies that organizational leadership partially promotes of classroom management strategies on work engagement. This also means that organizational leadership partially influences the relationship of classroom management strategies on work engagement. School climate has something to do with of classroom management strategies on work engagement. There is only a partial mediation since there may be other factors that fully mediate the relationship between classroom management strategies on work engagement.

Moreover, the figure also shows the results of the computation of the effect size in the mediation test conducted between the three variables. The effect size measures how much of the effect of classroom management strategies on work engagement. can be attributed to the indirect path.

The aim of this study is to contribute to the literature regarding the possible mediating variable for the relationship between classroom management strategies on work engagement. Specifically, school climate was investigated as a possible mediating variable that could explain the effect of classroom management strategies on work engagement. Partial mediation is found in the study, and important and significant direct effects were presented that may help in the enhancement of the existing researches on classroom management strategies on work engagement.
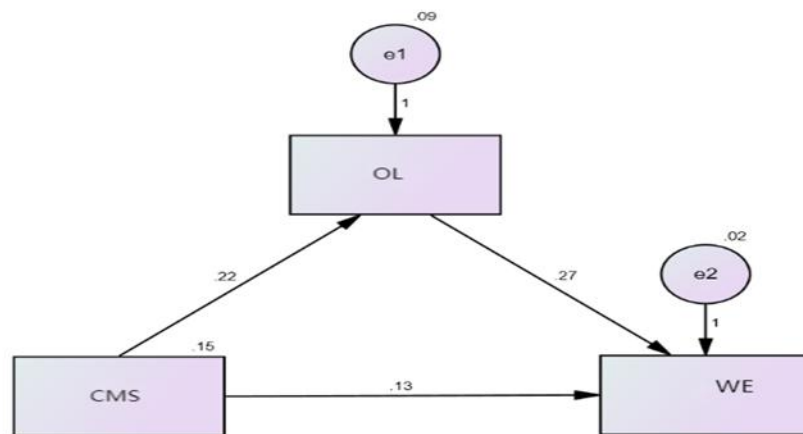
Figure 2. Med graph Showing the Mediation Analysis

Significantly, the present study on the relationship of classroom management strategies on work engagement have found relevance to the study of Efgivia, Khaerudin, & Gunadi (2021) wherein there is a relationship between classroom management strategies on work engagement as well as a positive relationship between classroom management strategies on work engagement. Specifically, the current study has found that school climate is a positive and significant partial mediator of classroom management strategies on work engagement. and met Baron and Kenny's (1986) mediation guidelines.

In this connection, the mediation analysis involved the path between classroom management strategies on work engagement., and the path between organizational climate work engagement.. The findings confirmed the significant relationship between classroom management strategies on work engagement. leading to support various authors of this study (Abbasova, 2021; Sukawati et al., 2019) who stated that implementing group meetings aims to create a positive organizational leadership. During the process, facts and problems are discussed together as students have the opportunity to present both individual and collective creativity. A teacher is not just required to let students learn through teaching and learning activities, but also learn to teach as an event for the establishment of teaching competency and positive behavior of students.

CONCLUSION AND RECOMMENDATION

With considerations on the findings of the study, conclusions are drawn in this section. There is a high level of classroom management strategies and very high for work engagement. There is a very high level of organizational leadership. There is a significant relationship between classroom management strategies and work engagement, the significant relationship of classroom management strategies and organizational leadership, the significant relationship of organizational leadership and work engagement. Also, there is a partial mediation on the effect of organizational leadership on the relationship between classroom management strategies on work engagement.

The findings of the study clearly conform to the notion about the mediating effect of organizational leadership on the relationship between classroom management strategies on work engagement. The findings are supported by the anchor theory, The Social Cognitive Career Theory directly links self-efficacy attitudes and job happiness. According to this viewpoint, self-efficacious instructors' convictions that they can plan, organize and carry out particular teaching-related tasks necessary to attain desired degrees of success can encourage the building of a subsequent sense of fulfillment from commensurate successes (Granziera & Perera, 2019; Skaalvik & Skaalvik, 2010)

The researcher came up with recommendations based from the results of the study. On the high level of classroom management strategies, the researcher recommends that teachers may be encouraged and allowed to showcase their expertise in being able to organize groups in schools that may allow them to become the second parents of these students. This may be in a form of clubs and organizations where teachers may become mentors, facilitators, counselors and negotiators to all students. Each organized clubs may plan, create and implement activities that would strengthen the harmonious relationship inside and even outside schools.

Furthermore, the researcher may also recommend that institutionalization of an award committee to look into and recommend exemplary teachers. A yearly awarding ceremony may be conducted for the purpose. Exposure to more challenging assignments which will develop their personalities and

potential is a good effort to be done by the school management which in effect will boost the teachers morale and self-esteem. The teachers are able to get out from their comfort zones and exhibit a sense of fulfilment in their teaching profession.

On the very high level of work engagement , it is recommended that activities to improve teachers' skills on critical thinking, innovations and creativity are encouraged as these are skills which need to be exhibited and training or workshops promoting the professional commitment of employees and work engagement traits may be conducted for these traits to reach their apex (very high), which is the expected level

Also, the researcher recommends for the regular conduct of class activities such as quiz bee contest, group discussions, role plays which will enhance and develop both the teachers and the students' abilities to build confidence and mastery in the subject. Attendance to trainings and seminars that may be encouraged and conducted either in the local, regional and national level. Teachers may be provided with opportunities to pursue their higher and professional education in the masters and doctoral degree with some negotiations from school management as to financial support (grant of soft loans) or time adjustment while the studies are on-going.

On the partial mediation result, it is recommended for a continuous adoption of activities like open communication/dialogue, introduction of some innovations in the teaching strategies, reaching out to parents to participate in school activities like community outreach. The realization of the school's vision, mission and goals will all depend on how school management is sensitive to the needs of the teachers and students, after all they are the people behind the success of the school.

Furthermore, future researches on the use of the variables of the study may be conducted using bigger population and qualitative researches may also be recommended to determine the impact of classroom management strategies in their teaching profession.

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